

Name \_\_\_\_\_

Date \_\_\_\_\_

**Counting, Coins, and Combinations**



# End-of-Unit Assessment

(page 1 of 3)

Solve the problem.

Show your work.

Write an equation.

1. There are \_\_\_\_\_ students in our class.

Suppose that our class fell into the magic pot  
and it doubled the number of students.

How many students would there be?

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# End-of-Unit Assessment

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Solve the problem.

Show your work.

Write an equation.

2. 32 students were sitting at the lunch table.

7 of them went to get lunch.

How many students are still sitting at the table?

3.  $32 - 8 =$

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Date \_\_\_\_\_

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# End-of-Unit Assessment

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Solve the problem.

Show your work.

Write an equation.

4. 18 students were playing on the playground.

11 of the students went inside.

How many students were left on the playground?

5.  $14 - 6 =$

# Plus 1, Plus 2, Make 10 and Doubles Combinations

## Directions for Administering:

Give this assessment as a preassessment and a post-assessment for this unit to students individually or in a small group and record your observations on M44.

As you administer this to students keep these questions in mind:

- \*How quickly do students know the answers to the problems on the assessment?
- \*Do they just know the combinations?
- \*Do they have to count on in their heads, or their fingers?
- \*Which problems do students get wrong?

## Benchmark Addressed:

**Benchmark 5:** Demonstrate fluency with the Plus 1, Plus 2, Make 10 and Doubles combinations.

- Give the answers to these problems relatively quickly without counting on their fingers or otherwise stopping to figure them out.

## Meeting the Benchmark

Students who are fluent with all or almost all of these combinations can hear or read a problem, think for a moment, and then say the answer. Most Grade 2 students should be in this category at this point in the year.

## Partially Meeting the Benchmark

Students in this category are fluent with many of these combinations but pause to figure out the answer to some (e.g., “ $7 + 2$  is, 7, 8, 9” or “ $6 + 6$  is 6, 7, 8, 9, 10, 11, 12”). Note which combinations still cause trouble and check that these match the cards in students’ envelopes of “Combinations I Am Still working On.” Also point them out to student. (You’ve come a long way with these combinations, but a few of them still seem to give you some trouble. How can we make it easier for you to remember

that  $6 + 6$  equals 12?”) You may assign students two particular combinations per week to work on until they know them all.

## Not Meeting the Benchmark

Students who are not yet fluent need to figure out many of these problems by using their fingers or count up or by using cubes to model the problem. There should be very few students in this category.

## Some Other Suggestions

Students who partially meet or do not meet the benchmark need more practice with these combinations, and they should use their addition cards to practice them. Work with students to write helpful clues on their cards. These students will also benefit from small-group work that helps them practice their Make 10, Plus 1, Plus 2 and Doubles Combinations. You may want to use the extra assessments that were created for each set of combinations to help you pinpoint exactly which set students need more practice with. You may also use the interventions given on the pacing guide to build fluency with these combinations.

Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment: Addition Combinations: Set 1: Make 10, Plus 1, Plus 2 & Doubles

$9 + 1 =$	$5 + 5 =$	$1 + 7 =$
$6 + 6 =$	$4 + 1 =$	$2 + 2 =$
$3 + 2 =$	$6 + 2 =$	$10 + 10 =$
$7 + 2 =$	$3 + 7 =$	$4 + 2 =$
$4 + 4 =$	$1 + 1 =$	$7 + 7 =$
$2 + 1 =$	$5 + 2 =$	$8 + 8 =$
$4 + 6 =$	$10 + 0 =$	$2 + 9 =$
$8 + 2 =$	$1 + 3 =$	$2 + 0 =$
$9 + 9 =$	$8 + 1 =$	$3 + 3 =$
$6 + 1 =$	$0 + 1 =$	$5 + 1 =$

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Date \_\_\_\_\_

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## Assessment: How Many Cans?

Solve the problem. Show your work.

Write an equation.

The second grade is collecting cans for recycling.

One class collected 17 cans.

The other class collected 16 cans.

How many cans do they have so far?

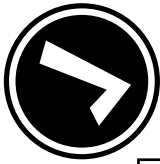




## Assessment: Enough for the Class?

1. There are \_\_\_\_\_ children in our class.
2. I counted the cubes in Bag \_\_\_\_\_.
3. How many cubes are there altogether? \_\_\_\_\_
4. Are there enough for the class?      YES      NO
5. Were there any extra cubes?      YES      NO  
How many? \_\_\_\_\_
6. Do you need more cubes?      YES      NO  
How many? \_\_\_\_\_
7. How did you figure it out? Show your work.





# Assessment Checklist: Counting Pennies

M12

Unit 1

Student	Knows counting sequence	Counts each object once and only once	Counts by groups of [2, 5, 10]	Double checks